



KSMQ Public Television  
Presents

An Educational Companion  
to the documentary  
“Arrival: Finding Home”

Community Conversations

Discussion Format and Guidebook

for use by

Human Rights Groups, Educators,

Community, Church and Youth Organizations



A KSMQ Public Television Minnesota Legacy funded project.

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Arrival: Finding Home is a 60-minute documentary and can be viewed at <http://youtu.be/T0bQ85fNYY>. A DVD copy of the program can be obtained for \$20 from KSMQ Public Television, 2000 8<sup>th</sup> Avenue, NW, Austin, MN 55912. For more information, contact Managing Editor Stephanie Passingham at [stephanie@ksmq.org](mailto:stephanie@ksmq.org) or 507-481-2099.

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# Credits & Acknowledgements

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# “Arrival: Finding Home” Synopsis

## Arrival: Finding Home

Producers: Chuck Czech, Kathy Stutzman, Matthew Bluhm  
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KSMQ Public Television

## Arrival: Finding Home

KSMQ Public Television presents “Arrival: Finding Home”, a documentary that follows the challenges and sacrifices of five persistent and resilient women as they first arrive in their new country, and then as they overcome daunting odds through their strength, resolve and belief that anything is possible to create a new home.

Join us as we explore these five intimate stories of women whose families originated in Germany, Mexico, South Sudan and Burma. Each story weaves into the next as the women chronicle the challenges, sacrifices and lessons learned through adversity. Persistence, tenacity and resilience are the tools that the five demonstrate as they share the strategies that kept them going through seemingly insurmountable odds. Celebrate with them as they share their successes, hopes and dreams in their new home.

“Arrival: Finding Home” begins in 1850 when, after suffering the loss of their 13 year-old daughter, the Hardings Family sold everything and traveled with their family eight children from Germany to the promise of unlimited farmland in the Midwest of the United States, and the hope for a better future for the entire family.

Next we meet a migrant Mexican family, hired to work the fields in the United States after World War II decimated the labor market, and whose hard work carried with it the hopes of education and owning a piece of the land on which they toiled.

As a sanctuary for war-torn refugees, the United States remains the leading resettlement country in the world for those fleeing their countries because of life-threatening persecution. Our next guest, from South Sudan, arrives in the United States in the 1990’s as a nine-year-old, speaking four languages, none of them English and with no formal education.

Our two guests from Burma share the same home country, yet take very different journeys to the United States, both arriving in the same small town in the Midwest. One arrives as an invited refugee after living in the “No-Man’s Land” border town between two Asian countries facing turmoil. The second Burmese guest is a winner of the US State Department sponsored “Visa Lottery.” Both of these women face significant hardships as they find their way alone in their new home, leaving behind family, professional careers and a beloved country.

Immigration has been important to the economy of Minnesota. “Arrival: Finding Home” is the second in a series of documentaries exploring Minnesota’s ever-changing cultural landscape and increasing awareness about immigration in the Midwest. The first documentary, “Arrival: Women’s Visions for a New Home”, shares the stories of four women who came to the United

States as immigrants or refugees after surmounting intense personal challenges in their countries of origin. The courageous women from both documentaries are now engaged in their new home using their strengths and voices to construct a brighter future in Minnesota, and for Minnesota.

# About Community Conversations

## What is a community conversation?

Community conversations are a powerful strategy for bringing people together to have intentional, thoughtful and respectful conversations around a focused topic. The goals are to share ideas, aspirations and insights by responding and discussing questions posed by a facilitator. Each person in the conversation is encouraged to share their ideas as well as listen and reflect to increase their understanding and awareness about other perspectives on the selected topic. Consensus or agreement is not required, and in fact, not the goal of the conversation. Community conversations are a time to share and listen and elevate the dialogue, understanding and awareness.

Immigration has been important to Minnesota's economy. Community conversations offer opportunities to hear personal perspectives, musings and introspection about the impact and value of connections between people. Creating intentional dialogue around a film featuring personal stories and an intimate look into different perspectives offers a framework for meaningful and profound conversations.

Community conversations are used around within local settings to inform policy and public initiatives. This format allows a community to dig deeper than a survey or questionnaire to learn about impact, aspirations and hopes and dreams. Typically thought-provoking, community conversations also offer opportunities to share and process strong emotional responses to injustice and perceived wrong-doing or other intense emotions as each of the individuals involved commits to both be heard as well as listen. Successful community conversations are facilitated by trained professionals to ensure an environment in which conversations can be conducted safely and respectfully for all participants.

The documentary accompanying this community conversation offers many opportunities for rich discussions. School groups, educators, church and community organizations, human rights organizations and others will all leave with a new understanding of immigration in Minnesota as our guests generously share their challenges and successes in the face of overwhelming adversity. Questions have been crafted around themes in the documentary and are included in this guide book. If your group chooses to add other questions, please include that information in the feedback form included at the end of the guidebook.

## **What does a community conversation look like?**

Community conversations have between 10 – 50 participants who gather for several hours to first watch the documentary and then engage in a few open-ended questions from the discussion guide. Participants are seated at round tables with 5-9 people at a table. Smaller numbers allow more time for everyone to share. Community conversations can be held in any facility that can comfortably accommodate the group, and are best conducted in places that have enough round tables, chairs, lighting and rest room facilities to ensure comfort and safety. A means of showing the film and electricity are necessary (internet may be required). Maximum length of a community conversation is 2 – 2 ½ hours (which includes the screening of the film which has a runtime of 60 minutes).

## **Who participates in a community conversation?**

Community conversations are ideal opportunities for people from a wide cross-section of the community to come together to share their thoughts and ideas with each other around a common topic or issue. School and church groups, human rights and other community organizations are just some of the settings for hosting a dialogue. These intentional conversations are created and facilitated in a manner that will encourage discussion. The sponsoring organization gathers people by inviting participant, posting informational flyer, and/or making announcements in the local media (sample flyer/announcement is included in the index).

## **My group wants to host a community conversation – where do I start?**

Specific recommendations for each of these steps is listed in the next section:

1. Select a date and venue for the gathering
2. Contract with a facilitator to organize the conversations
3. Identify an event leader within your organization to handle registration, logistics and hospitality
4. Put together the event invitation/announcement
5. Invite and encourage people to participate
6. Organize the event supplies, refreshments, etc.
7. Room set-up
8. Begin the meeting on time
9. Greet the participants, introduce the facilitator
10. Review the Guiding Principles
11. Show the film



12. Have copies of the discussion guide available for all participants
13. Break into small groups of 5 – 9 people
14. Introduce the questions (allow 15 minutes for each question)
15. Each small group selects a theme note taker (sample note taking form included in the index)
16. Allow time for at least 2 questions to be discussed, 3 is the maximum within each community conversation
17. Once the time is expired for the small table discussions – each group reports back to the larger group about the table conversation
18. Evaluation and Close

## How to Host a Community Conversation (walking through each of the steps)

Specific tips and suggestions for creating a productive and successful community conversation:

### 1. Select a date and venue for the gathering

- Select a date and time that is conducive to the group you are inviting, and be aware of conflicting events or community activities that might be competing for that particular group's time.
- When scheduling, allow for time for people to arrive after or before work or school.
- Schedule no more than 2 ½ hours – even if you are planning to serve a meal.
- Plan the meeting location in a place that is convenient for participants to get to, i.e. near a bus route, handicapped accessible, etc.
- Select a setting that will not compromise or threaten the participants and where all will feel welcome.
- If you desire participation by parents, consider offering child care, or opportunities for their children to be engaged in complementary activities.
- Send confirmation of location, time and date to all participants several days before the meeting is scheduled.

### 2. Contract with a facilitator to organize the conversations

- A professional, trained facilitator is critical for the successful implementation of this educational companion to “Arrival – Finding Home.” The topic can carry with it highly charged emotions, and for respectful, meaningful conversations to take place, having an experienced facilitator to moderate is important.
- Consider training a group of facilitators who will be responsible for a series of community conversations and increasing your community's capacity for facilitators.
- The New York Council for the Humanities is a great resource for training facilitators for community conversations as is the Harwood Institute or United Way (see contact information in the index).
- The facilitator is responsible for securing any notes, feedback and evaluation generated during the conversations and delivering that data to the sponsoring group.

3. Identify an event leader within your organization to handle registration, logistics and hospitality

- Hosting an event is very different than facilitating a community conversation and it is important for each conversation to have at least one host and one facilitator for a successful conversation.
- The host is just that, a host, welcoming and ensuring the comfort of the participants.
- Hosting an event can be used to brand and market your organization and having the host wear a shirt, or lapel pin that represents your organization is important.
- The host must identify the organization that they are representing and disclose the organization's role in organizing and funding the event.
- All funders of the event must be identified and recognized, not only to recognize the sponsors, but also for transparency.
- The host must also share what will be done with the information collected during the community conversations.

4. Put together the event invitation/announcement

- Using the film as the entry point for community conversations is a great invitation and will generate participants who want to see the film.
- Keep the invitation simple – it needs to contain “the who, what, where, and when” of the logistics and the why someone might want to attend. Cover just the basics. The details can be included in the follow-up letter that goes out confirming their participation.
- A sample invitation is included in the index.

5. Invite and encourage people to participate

- Individuals will have different motivations and reasons for attending.
- Inviting people personally increases the likelihood that they will register.
- The sponsoring organizations should put together a list of people that they want to invite, and then do just that – invite that list.
- Let people know that they will have an opportunity to share their ideas and thoughts.
- Confirm that your organization will be hosting a safe and respectful facilitated dialogue.

6. Organize the event supplies, refreshments, etc.

- Feeding people increasing participation, and when we take the time to feed people around conversations not only are we simulating a "dinner conversation", but we are also letting them know that we respect their time and the least we can do is thank them for their participation by feeding them.
- Creating community conversations around a meal increases the opportunities for conducting the event because you do not have to schedule around mealtimes.
- When providing a meal or any food inquire with all participants in your follow-up letter regarding food allergies and be sure to honor any that you are contacted about.
- The sponsoring organization needs to fund the meal, or find a donor to pay for the meal so that the participants do not have to pay to participate.
- Be certain to acknowledge and thank the sponsor of the meal.
- Feeding participants does not increase time – meet during the meal.

7. Room set up (the sponsoring organization and the facilitator)

- Place signs at all of the entrances of the facility welcoming and directing the participants.
- Test the technology required: a large screen or blank wall, a PowerPoint projector connected to speakers connected to a television or computer with which to show the film.
- Have all equipment set up and tested prior to participants arriving and tape down any extension cords required.
- The DVD "Arrival – Finding Home" is included in the discussion guide packet, confirm that it is compatible with the technology you are using.
- Provide one head table for the facilitator for resources and supplies.
- Set-up a registration table for sign in and name tags.
- Set the round tables with pens, note taking forms and blank paper.
- Contact the food vendor and be certain that their table requirements are set.
- Have soothing music playing in the background as people arrive.

8. Begin the meeting on time

- The meeting must begin on time and end on time. If participants are straggling in late, post a greeter at the registration desk to guide them to their seats after they have signed in so that the meeting can continue and stay on time without interruption.

- To set the tone for running a respectful meeting and maintaining safety of all participants – beginning the meeting on time conveys respect.

#### 9. Greet the participants, introduce the facilitator

- Only the facilitator, sponsors and host are to be introduced.
- Participant introductions will occur in small tables and after the guiding principles are agreed to.

#### 10. Review the Guiding Principles

- Post the Guiding Principles on poster board on the walls where everyone can see them.
- The facilitator will lead a discussion about each of the principles, what do they mean, what does it look like, etc.
- Ask for any additions, if offered, write them on the board.
- All participants must demonstrate agreement with the Guiding Principles (using whatever method the facilitator chooses).
- The note-taking forms each have a blank chart for each participant to write the guiding principles on their sheets as a way of further solidifying the concepts
- If a participant violates the principles, they must be tended to immediately by the facilitator.

#### 11. Show the film

- If your facility is fortunate enough to have an auditorium, go to the auditorium now and then return for the meal and conversation.
- If you are watching the film in the same room as the discussions, participants can watch from their table groupings if the sound is clear enough and if it works for the group –the meal could be served prior to the viewing allowing the participants to eat while they watch.
- “Arrival – Finding Home” highlights women from other countries and clear sound will be critical to ensure that they are heard.

#### 12. Have copies of the discussion guide available for all participants

- Distribute the discussion guide to all participants after the movie is played.
- It is the role of the sponsoring organization to make the necessary copies of the discussion guide, note taking forms, etc...

### 13. Break into small groups of 5-9 people

- Small table groupings are important to a meaningful and intentional conversation. If you have enough space to break into groups of less than 6, that will work. Do not drop below 3 people in a group. The maximum number in a group is 9.
- You can pre-seat, or break into smaller groups after the movie is viewed.
- The facilitator has skills and tools to shuffle people into the correct size and demographic groups.

### 14. Introduce the questions

- Prior to the event, the sponsoring organization, host and facilitator must come to agreement about which of the questions and topics will be discussed at the event.
- 2-3 topics/questions is the maximum for one event.
- Each theme listed in the discussion guide includes several questions/follow-up prompts. The prompts are all part of a set and are considered one question. The facilitator will move the discussion along so that each of the prompts can be incorporated into the larger discussion about the main theme.
- If the group is interested in creating conversations around more than those 2-3 pre-agreed upon topics, plan another series.
- It is important for all participants to discuss the same questions simultaneously to keep the conversations focused.
- It is the facilitator's responsibility to keep each group moving and ensure balanced participation.
- 15 minutes is the recommended time limit for each question/theme. If the conversations are vibrant, the facilitator may make the decision to extend the conversation but must do so without compromising the agreed upon end time.
- If there is considerable interest in continuing the conversation, the group may consider sponsoring a follow-up series to delve into a specific question or theme.

### 15. Each small group selects a note taker (sample note taking form included in the index)

- Each participant receives a note taking form to be turned in to the facilitator at the end of the event (included in participant's discussion guide).
- One person in each group will be designated as the person responsible for recording all ideas.
- The note-taker may be the person to report back to the larger group on behalf of the small group, or others may volunteer. The facilitator will provide guidance on reporting back to the larger group.

16. After the 2 pre-selected themes/questions have been discussed – each group reports back to the larger group about the discussion

- Prior to the event, the facilitator will work with the sponsoring organization to determine the method of style and options for capturing this information.
- Options for reporting could include all participants writing a thought on white board, or on index cards, or going around the room and asking everyone to share one idea or thought that they had. The facilitator can ask the groups to share their table discussions, everyone could be asked to share what their next steps are going to be. The reporting process will be informed by the goals and objectives of the event and must be decided upon between the facilitator and the event sponsor prior to the event.
- The general purpose of reporting back to the larger group is to collect general themes and impressions and to give participants a glimpse into the discussions at other tables.
- The larger group reporting time should not exceed 20 minutes.

17. Evaluation and Close

- 15 minutes before the end of the event, the facilitator will close the discussion.
- Participants will be asked to complete an evaluation (sample attached in index).
- Evaluations and notes will be collected.
- Facilitator will close the session.
- Event host thanks the group for attending.

## Supplies Needed

- \_\_\_\_\_ Pens for all participants
- \_\_\_\_\_ Blank paper for participants
- \_\_\_\_\_ Name tags
- \_\_\_\_\_ Markers for the name tags
- \_\_\_\_\_ Sign-in sheet
- \_\_\_\_\_ DVD “Arrival: Finding Home”
- \_\_\_\_\_ Copies:
  - \_\_\_\_\_ Note-taking forms
  - \_\_\_\_\_ Discussion guide
  - \_\_\_\_\_ Evaluation and feedback
  - \_\_\_\_\_
  - \_\_\_\_\_
- \_\_\_\_\_ Facilitation supplies:
  - \_\_\_\_\_ Poster board for scribing shout-outs
  - \_\_\_\_\_ Markers for scribing
  - \_\_\_\_\_ Guiding principles poster
- \_\_\_\_\_ Technology:
  - \_\_\_\_\_ Viewing method for DVD – i.e., DVD and television or laptop and PowerPoint projector, internet connection and big screen
  - \_\_\_\_\_ Speakers and sound system
- \_\_\_\_\_ Hospitality:
  - \_\_\_\_\_ Refreshments
  - \_\_\_\_\_ Supplies in which to serve refreshments
  - \_\_\_\_\_ Meal and options for allergies
  - \_\_\_\_\_ A sweet thank you, goodies



# Arrival: Finding Home

## Discussion Guide

### Discussion Guide – Purpose

The questions included in this discussion guide can be used to evoke conversation or discussion and are best used after viewing the documentary “Arrival: Finding Home.” This discussion guide is intended to create conversation, increase awareness and to elevate the dialogue about immigration in an intentional and meaningful manner.

For best results, these questions should be used in a facilitated setting. There are no right or wrong answers, nor does the group need to reach consensus or conclusions. This is not a time to try to convince or change someone’s mind. These conversations are about giving voice to a variety of ideas and perspectives. All conversations need to be conducted in a respectful and safe manner. Community conversations are intended to begin a conversation and allow people the opportunity to share their perspectives and learn from each other.

During the time together groups may discover additional questions to pose and explore. KSMQ is interested in learning about questions that are added to your discussion guide, please include this information in your feedback form included in this guide or available at [www.ksmq.org](http://www.ksmq.org)

### The Role of the Organizing Host

The organization sponsoring the community conversations is responsible for:

- Identifying the participants
- Inviting and recruiting participants
- Distributing the details of the event to the participants including time, location, length of meeting, if food will be served, as well as any preparation the participants need to be aware of to fully engage (i.e., if the documentary is to be viewed prior to the gathering, or if there is a written assignment, bringing their own food for a brown bag lunch, etc.)
- Securing an appropriate location with sufficient seating and viewing area for the film
- Ensuring that there is sufficient technology to view the film, including speakers or a speaker system
- Providing pens and paper for note-taking
- Having copies of the evaluation, feedback form and theme note forms
- Greeting the participants as they arrive and taking care of individual needs that arise during the meeting
- Supporting the facilitator if requested

- Welcoming the participants at the beginning of the meeting and thanking them when done
- Collecting the feedback forms

The sponsoring organization is also responsible for:

- Securing the trained professional facilitator
- Providing the necessary meeting supplies, refreshments, and copies
- Other meeting expenses related to the event, i.e., technology or room rental.

## **The Role of the Facilitator**

The facilitator for this meeting is a trained professional whose responsibility it is to:

- Ensure that the group agrees to a common set of guiding principles during the meeting
- Ensure that participants honor common agreements
- Maintain a neutral stance (not siding with one opinion or another)
- Ask questions to inspire reflection
- Request more information for clarity
- Encourage all to speak or participate and finds methods that work for a variety of personalities
- Guide the conversation to keep the group focused
- Assist participants in finding a voice
- Keep time and move the conversations along
- Can remain calm when conflicting opinions arise
- Call for breaks if necessary
- Offer a wide range of skills and tools to facilitate diverse groups
- Facilitate the reporting back to the greater group
- Be prepared, present and ready
- Create and maintain a respectful and safe environment
- Collect the notes from each group, the large group responses and the evaluations
- Create a summary report to the sponsoring organization, if requested.

## **Sample Guiding Principles**

Guiding Principles provide a safe and respectful environment for the participants during the conversations and discussions. Use the samples below or be prepared with 3-4 others already written down. Add additional principles as the group discussion evolves.

When coming to agreement about Guiding Principles, it is recommended that the facilitator post the agreements on a poster board on the wall and review what they mean for everyone.

Encourage table group discussion about what each of the principles mean. Have participants signify their agreement with the principles.

#### SAMPLE GUIDING PRINCIPLES

- All opinions are valuable
- Encourage and respect all
- Create space for participation
- Ask for clarity
- Be present

Refer to the wall chart and agreements if tensions get high or individuals violate the guiding principles. The facilitator must be prepared to enforce the principles to maintain a safe and respectful environment.

#### Discussion Questions

- These open-ended questions have been developed for use with the documentary film “Arrival: Finding Home.”
- This guide contains more questions than a successful group can get through in one event. Consider pre-selecting only a few of these thematic sets of questions to discuss during one event.
- Each theme listed in the discussion guide includes several questions and follow-up prompts. These prompts are all part of a set and are considered one question. The facilitator will move the discussion along so that each of the prompts can be incorporated into the larger discussion about the main question.
- If there is interest in working through more than 2-3 of the questions, consider holding a series of conversations, focusing on a few questions at each event.
- When holding a series of meetings, it is not necessary to show the film every time, however, it is important to have it available for reference. Consider inviting participants in a series to view the documentary prior to entering a series in the middle, or showing it prior to the discussion group. Multiple viewings will yield new insights.

# The Discussion Guide

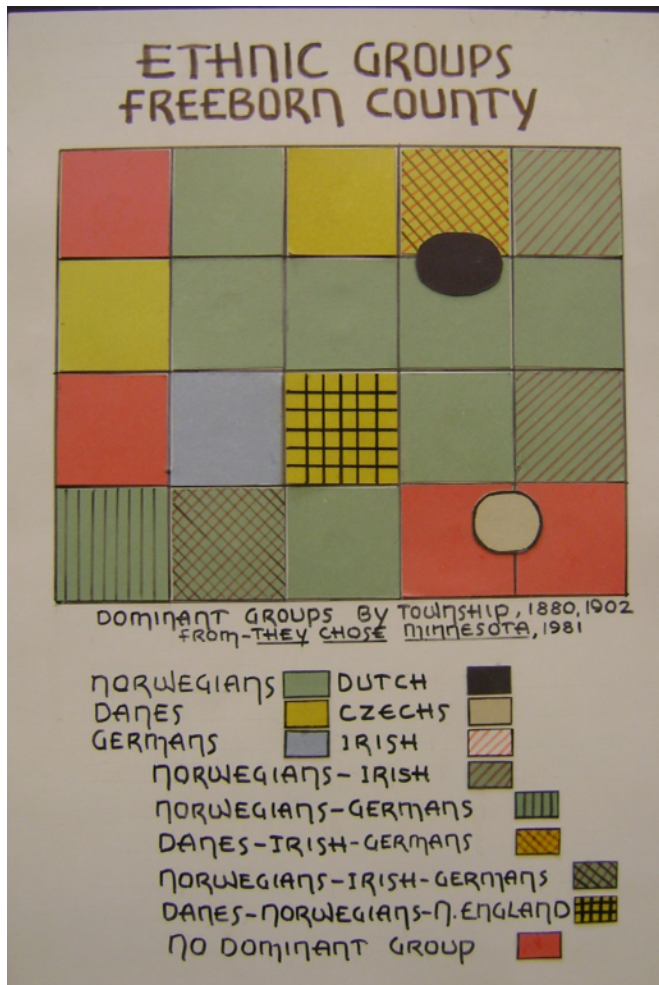
## Community Conversation Questions For Use With “Arrival: Finding Home”

1. Immigration then and now.
  - a. This documentary looks at a variety of ways that people immigrated to the United States beginning in 1850 with the Germans through the Burmese people in 2011; what has changed over the years and what has remained the same?
  - b. How has immigration changed since 1850? What are some of the greatest changes that you learned about in this documentary?
  - c. What questions did this documentary raise in your mind about the differences or similarities between immigration then and now?
2. The role of language.
  - a. Language has played a major role in immigration beginning with the very first immigrants; what did you learn about language in this documentary?
  - b. Gus Avenido stated that a common misconception about immigrants is that they do not want to learn English; what do you think about that statement?
  - c. Debbie Miller stated that the first immigrants to Minnesota in the 1800’s gathered and grouped by native languages and cultures; how is that different or similar to today’s immigrant populations? Please explain your response.
3. The way people immigrate to the United States.
  - a. How people are allowed into the United States has changed significantly over the years; what are some of the greatest changes between 1850 and 2014?
  - b. Elizabeth Steefland shared the 5 ways that immigrants can come to the United States now; what did you learn from her statements? Did anything surprise you about her comments? If so what?
  - c. Can you imagine being separated from your family for years while waiting for the paperwork to clear before you are reunited? Would the long-term sacrifice be worth the long-term gain for you? Please explain why or why not.
4. The value and benefits of immigration.

- a. Jessica Cabeen talked about the benefits and value of cultural diversity in her school; share some of the ways that you may benefit from a community of diverse populations? How does the community at large benefit?
  - b. Debbie Miller stated that immigration has always been important to Minnesota's resettlement and economy; how has Minnesota benefited from immigration? What were some of the benefits shared in the documentary?
  - c. Many of the guests shared challenges that they or their families faced when immigrating to the United States. What were some of those challenges? How have communities responded to those challenges? What challenges still exist for immigrants?
- 5. America the land of opportunity.
  - a. Each of the guests in the documentary shared stories of the sacrifices that they or their families made to come to the United States, what sacrifices do you think that your ancestors made when they came to America?
  - b. What motivated your ancestors to come to the United States? Did they realize those hopes or dreams?
  - c. All five women in the documentary shared stories about the challenges they or their families faced when immigrating to the United States, which story moved you? Why?
- 6. Misperceptions about immigration and immigrants.
  - a. Gus Avenido referred to three misconceptions about immigrants; 1. They don't want to speak the language, 2. They don't pay taxes, 3. They don't have the proper documentation. What are your perceptions about immigrants?
  - b. Were your perceptions similar or different from what Gus shared? In what way were they different or similar?
  - c. Did you hear anything in the film that may have changed a perception that you originally had about immigration? In what way?
- 7. Now what?
  - a. What more do you want to know about the guests immigration story? About themselves and their lives? How could you go about learning more about their stories?

- b. How did their stories impact you personally? How will that impact affect your day to day life? Are there ways you can incorporate some of the things you learned about in the documentary into your community?
  - c. What did you learn about why people come to the United States? How is that different or similar to your perceptions about immigration before you watched the documentary?
- 8. Burning questions.
  - a. What questions do you have about immigration as a result of watching the documentary?
  - b. Has the discussion created some ideas or evoked some questions? What are they?
  - c. How will you seek more information about those questions?
  - d. What new information did you learn about immigration from this documentary? What will you do with that new understanding?
- 9. Perceptions.
  - a. Take a moment and write down a sentence that best describes your perception about immigration in the United States.
  - b. Look at that statement and discuss how your perceptions about immigration may have changed after watching this documentary?
  - c. What are the kinds of things we could be doing that would make a difference about how people perceive immigration?
- 10. Everyone has a story, what is your story?
  - a. This documentary is about five women who persevered, and not only arrived at their destination, but also accomplished great things through their courage and tenacity. Everyone has a story, what is your family story?
  - b. How could you learn more about your family history? Who could you talk to? How can you acquire the information necessary to be informed about your family story?
  - c. Who are the heroes of perseverance in your family? What challenges did they have to overcome to lay the foundation for you to be successful? What could you do to share your family story?

11. If you were forced to move to a new country for safety, employment or family, how would you go about learning the new culture, traditions and language?
12. Below is a chart that depicts the dominant ethnic grouping of people in Freeborn County, Minnesota in 1880, 1902. To what do you attribute the groupings? And, do those factors and groupings still exist in 2014? Please explain.



**What do you think created this dominant grouping in 1880 and 1902? Do those factors still exist in 2014?**

## You've Hosted a Community Conversation – Now What?

Community Conversations are designed to begin the conversation and once the conversation has begun, the possibilities are endless and up to you and your group (the blank bullet points are for you to fill in with your ideas). Some considerations about what to do after the event include:

- Sharing what you've learned:
  - Create specific curriculum delving into the issues raised during the discussions for professional, youth or community groups
  - Host forums or panel discussion about themes brought up in the conversations
  - Host a living room series
  - Write a letter to the editor, or a column
  - Get on the local speaker's circuit and share your experiences
  - 
  -
- Keep the conversation going:
  - Encourage the table groupings or participants to continue to meet to discuss specific themes developed during the conversations
  - Create a series of discussions related to topics and themes
  - Host the community conversation in a new venue or with a different group
  - 
  -
- Engage others in the conversation
  - Share some of the lessons learned or stirrings with your church group
  - Read a book that relates to the topic and have a book discussion with friends
  - Bring your family and friends into the conversation by watching the film with them and discussing
  - 
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Creating opportunities to continue the conversation will engage others and elevate the awareness and dialogue about the challenges, benefits and core values that we hold as Minnesotans about immigration. Please let us know how you are keeping the conversation going by responding on the feedback form.



## **“Arrival: Finding Home” Meet The Cast**

### **Synopsis**

KSMQ Public Television presents “Arrival: Finding Home”, a documentary that follows the challenges and sacrifices of five persistent and resilient women as they first arrive in their new country, and then as they overcome daunting odds through their strength, resolve and belief that anything is possible to create a new home.

Join us as we explore these five intimate stories of women whose families originated in Germany, Mexico, South Sudan and Burma. Each story weaves into the next as the women chronicle the challenges, sacrifices and lessons learned through adversity. Persistence, tenacity and resilience are the tools that the five demonstrate as they share the strategies that kept them going through seemingly insurmountable odds. Celebrate with them as they share their successes, hopes and dreams in their new home.

### **Pat Mulso**



*Pat Mulso*

Pat (Beck) Mulso is the Executive Director of the Freeborn County Historical Society and has been a member of the Freeborn County Genealogical Society for over 33 years. Freeborn County Historical Society Library has one of the largest collections of newspapers, cemetery records, obituaries, etc. for Freeborn County and the surrounding areas in the region and access to data bases all over the world. Her interest in genealogy was sparked at a young age as she walked with her father as he recovered from receiving one of the first pacemakers. They walked together through cemeteries and he shared stories of their German ancestors, kindling a passion and curiosity of long lost family.

Pat and her husband Arnie each have two children from a previous marriage, they have twelve grandchildren and six great-grandchildren. Though they are scattered across the United States, they enjoy the time they do get to spend together and hope they have instilled in the younger generations the close bond of family and the knowledge that they will always be there to support each other in the good times as well as the sad or bad times.

Learn about Pat’s journey as she follows the curiosity kindled as a child and delves into a mystery that has haunted her family for over one hundred and sixty years and demonstrates the commitment and strength of family connections.

## Umbelina Trevino Cremer



*Umbelina Cremer*

Umbelina Trevino Cremer was the ninth child born to her parents in La Lajilla, Nuevo Leon, Mexico. As a five year old, she moved with her family to the United States where she attended public schools when not working in the fields as a migrant worker. Umbelina's core values of education and home ownership were instilled at a young age and as a young woman attended college in Texas.

Umbelina and her husband Steven live in Harmony and have four children between previous marriages and their current one. They describe their blended family as wonderful mix of cultures. The importance of education was passed along to their children,

Umbelina shares this, "Our children didn't have a choice about college the only choice they had was which college they were going to attend. I made sure that I did everything in my power for them to get an education because I knew the importance of education and how it would enrich their lives too!!!" The value of home ownership has also played an important role as she teaches Home Ownership Classes for newcomers.

Join KSMQ Public Television for the documentary "Arrival – Finding Home" as we follow Umbelina's journey growing up as a migrant field worker from 5 years of age until she turned 18. Learn about the values and the lessons she gained while working, and how those values and lessons have impacted her and the next generation. And find out what she has accomplished today from what she learned then.

## Athou Lam



*Athou Lam*

Athou Lam arrived in the United States as a 10 year old speaking four languages, none of them English and with no formal schooling. A quiet shy girl, the oldest of 7 from a family who had spent the previous 5 years fleeing from armed conflict and soldiers in South Sudan then living in refugee camps in Kenya she didn't know what to expect when she arrived. Her family's journey to the United States was delayed by a year when her mother became pregnant. When they finally arrived in the US, her family valued the education that was offered here and although she had had no previous education, Athou worked diligently to catch up with the other children, both learning English and staying with her grade-level.

Follow Athou's journey as she takes us through the jungle as a young child on the run, hiding during the day, diving under beds to avoid being shot, always fleeing from people trying to kill her and her family - to her arrival as a

successful young woman today. Learn about how she survived and how she now inspires others in her work at Three Rivers Community Action in Rochester by sharing her story and by example. In December 2014, Athou will receive her Master's Degree from St. Mary's University of Minnesota and that's only one of her accomplishments.

Join KSMQ Public Television for the documentary "Arrival – Finding Home" as we learn about Athou, her family and many of her accomplishments while living in the United States. She has some big news to share with you – guaranteed to inspire.

## K'Pru Paw Gold



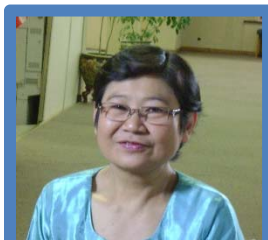
*K'Pru Gold*

K'Pru Paw Gold was born in the Karen State in Burma where she attended school until the government conflict in Burma forced her school to close. With no opportunities and few options for a successful future, she traveled to the Thailand-Burma border where many Burmese refugees were fleeing. Her burning desire to gain an education led her to opportunities in Bangkok and then later to study with the world-renown Dr. Cynthia Maung. K'Pru earned a medical certificate while working with Dr. Cynthia in the border town refugee camp which still treats 150 patients a day and trains 30 medics per year.

K'Pru eventually received a scholarship which brought her to the United States, first to Alaska, then traveling to Minnesota which was becoming a refugee resettlement state for the Karen population. Her skills in English brought her to Austin where she is the Social Services Coordinator at the Welcome Center. Her mother and sister live in the United States and she has a brother who remains in Thailand, close to the River Kwai. While she misses her home countries, both Burma and Thailand, she has used her extensive experience to help others resettle and find their way in a new home.

Learn about life as a young woman making the decision to leave everything and everyone she loves behind in search of a better life. Join us as K'Pru shares with us her experiences working as a medic in the border town clinic and gain an understanding of the challenges that accompany one who follows a dream.

## Myat Thu



*Myat Thu*

Myat Thu arrived in the United States several years ago from Burma. Myat Thu was a nurse in Burma for 36 years until she left her job to care for her ailing father. When he passed away, she had no job prospects and wanted to go to a country where people had opportunities to be successful. She wanted to go to a successful country and so applied to the United States State Department Visa Lottery Program. Imagine her surprise when she learned she was one of the very few people in the world selected. Her

journey to the United States took her first to California, then to Alaska and finally to Minnesota where she works in Austin at a local manufacturing company.

Myat Thu sacrificed everything for the American dream, leaving behind her country, her profession, her friends and family. She arrived in the US alone, not knowing the language (in Burma the consequences for anyone learning English was often death or imprisonment), unfamiliar with the customs, starting all over. Yet, she has persevered, is learning English, has gotten her driver's license and is employed. Her American dream is just beginning and she looks ahead to a time when she can be reunited with her family and pursue her professional vocation – nursing.

Learn about the resolve and perseverance necessary to seek the “The American Dream.” Myat Thu shares the challenges and successes of leaving everything behind, starting start all over again from scratch all to achieve “The American Dream.”

## Subject Matter Experts “Arrival: Finding Home”



*Gus Avenido, State Refugee Coordinator,  
Minnesota Department of Human Services*



*Jessica Cabeen, Principal,  
Woodson Kindergarten Center,  
Austin, Minnesota*



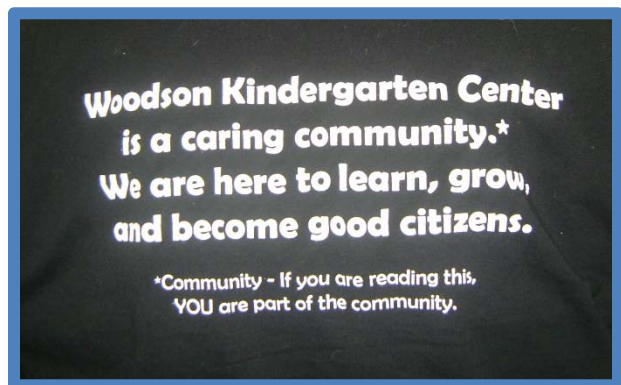
*Debbie Miller, Reference Specialist,  
Minnesota Historical Society, St. Paul,  
Minnesota*



*Elizabeth M. Streefland, Attorney at  
Law, Streefland Law Firm,  
Minneapolis, Minnesota*



*K'Pru Gold, Interpreter and Translator, "Arrival -  
Finding Home"*



*All of the children, staff, families and the community at  
Woodson who have a lot to teach all of us*

## About The Legacy Funds



“Funding from the Clean Water, Land and Legacy Amendment is making it possible for the six public television stations of the Minnesota Public Television Association (MPTA), to make an impact across Minnesota.”

**“Arrival: Finding Home” is brought to you in part by Donnelly Law Office, providing legal services in matters of immigration law, divorce and family law, and criminal defense since 2002. Donnelly Law Office is a proud sponsor of “Arrival: Finding Home.”**



## Sample Flyer for Advertising Your Community Conversation



# Join the Conversation

KSMQ Public Television presents *Arrival – Finding Home*, a documentary that follows the challenges and sacrifices of five persevering and resilient women as they overcome insurmountable odds through their strength, resolve and belief that anything is possible.

**\* Immigration has always been at the core of Minnesota's history. *Arrival – Finding Home* explores Minnesota's ever-changing cultural landscape, increasing awareness about immigration in the Midwest. Come watch the film and join the conversation.**

**Month, Date and Year, Start time to end time.**

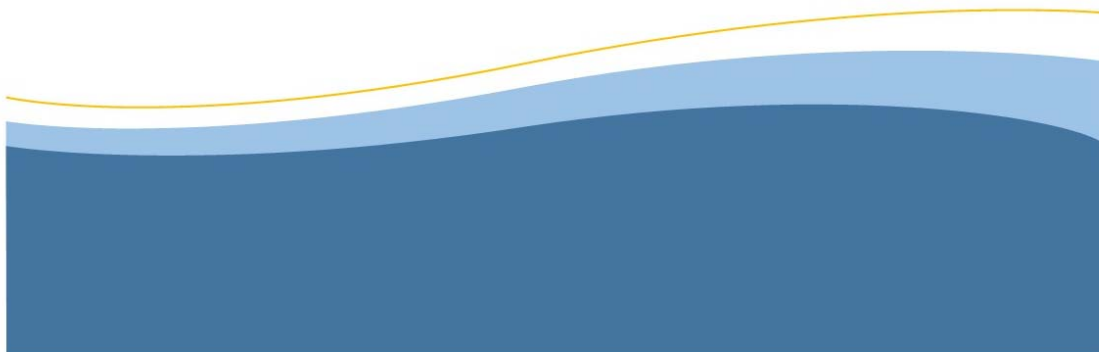
**Location**

**Address**

RSVP to [ourschool@example.com](mailto:ourschool@example.com)

[School website address]

Meal, transportation or child care available???



## Sample Sign-In Sheet

MEETING SIGN-IN SHEET	
Meeting:	Meeting Date:
Facilitator:	Place/Room:

Name	Company/ Organization	E-Mail



**Sample Thematic Note Taking Form for Small Group Discussion (to be collected at the end of the event by the facilitator)**

**Community Conversations – Arrival: Finding Home**

<b>Session Title</b>	
<b>Date</b>	
<b>Time</b>	
<b>Organizer/Host</b>	
<b>Facilitator</b>	
<b>Table Group Leader</b>	
<b>Location</b>	

<b>Agenda</b>

<b>Guiding Principles</b>

<b>Topic</b>	<b>Notes</b>


## Feedback Form & Evaluation

### “Arrival: Finding Home”

Each organization is encouraged to put together their own evaluation and feedback form for their community conversations keeping the following components in mind:

- Ask questions that you are going to use, do not ask people for their opinion if you are not going to even look at the information.
- Keep the evaluation simple, no more than 8 questions.
- Be certain to let the participants in the evaluation know what you are going to do with their information and responses.
- Thank the participants.
- Ask open-ended questions or provide a comment section if using “on a scale” responses.
- Ask the participants how they are going to use the lessons that they learned.
- Use survey monkey for ease of tabulating, or distribute the evaluation at the event.

Some sample questions:

1. What was the most valuable part about your experience in this community conversation?
2. What did you learn about the concerns of others?
3. What did you learn that was new, a different perspective, or a surprise?
4. What suggestions do you have for others hosting these community conversations?
5. How will you use the information learned from these conversations?
6. What else would you like to share with the hosts and organizers of this community conversation?

Thank you so much for your participation. The responses from this evaluation will help to create more comprehensive and constructive community conversations. Please let us know if you would like to host a community conversation in your group or organization, and we would also love to hear any feedback that comes from you sharing your experiences with others about this community conversation.

# Resources & Citations

For information on finding and training a facilitator for community conversations:

New York Council for the Humanities

[http://www.nyhumanities.org/discussion\\_groups/community\\_conversations/index.php](http://www.nyhumanities.org/discussion_groups/community_conversations/index.php)

For information about the science behind community conversations:

Harwood Institute

<http://www.theharwoodinstitute.org/>

For examples of how community conversations can help to advance a public service:

United Way Campaign for the Common Good

[http://unway.3cdn.net/8e505013f84d1cfe50\\_ksm6btxz0.pdf](http://unway.3cdn.net/8e505013f84d1cfe50_ksm6btxz0.pdf)

For examples of community conversation forms and facilitation training:

Communities for Public Health, Centers for Disease Control and Prevention

<http://www.cdc.gov/phcommunities/resourcekit/resources.html>